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ABSTRACT

This booklet provides information about the Valued Youth Partnership (VYP) program for dropout prevention. Begun in 1984 with the support of the Coca-Cola Company and the collaboration of the Intercultural Development Research Association, the VYP program is being implemented in the Edgewood and South San Antonio school districts in San Antonio, Texas. In 1985-86 the program served 100 middle and high school students in those two districts. The program identifies high risk pupils as valued youth and gives them an opportunity to make a difference by serving as tutors of younger children. Both the tutors and their students make gains in school. The booklet describes the program's history, purpose, and components. It provides detailed information on program management and organization, participant identification, and tutor training curriculum. For educators who are considering implementing a VYP program in their areas, a resource section is appended with a review of the literature and samples of forms used in the program. Evaluation data indicate that the program is producing results by keeping students in school and by improving their self-concept, school citizenship, school attendance, and achievement. (PS)

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VALUED YOUTH PARTNERSHIPS: PROGRAMS IN CARING

Cross-age Tutoring Dropout Prevention Strategies

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UD 025 378

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Cross-age Tutoring
Dropout Prevention Strategies

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Special appreciation must be expressed to Dr. Rowena Lopez who was the IDRA staff member charged with the responsibility of initiating the implementation of the Valued Youth Partnership Program in the two school districts. In addition, IDRA is most grateful to Mr. Jim Mays from the South San Antonio Independent School District for successfully implementing the program and for keeping the appropriate records which documented all the components of the program. Mr. May's comprehensive, descriptive account of the program became the impetus for the development of this handbook detailing the major components of the program.

Finally, special thanks are extended to Dr. Maria del Refugio Robledo and Alicia Salinas Sosa for overseeing the final production of the handbook.

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Introduction

The Valued Youth Partnership (VYP) program began operation in 1984 with the support of Coca-Cola USA. The VYP program is being implemented in the Edgewood and South San Antonio school districts in San Antonio, Texas, in collaboration with Intercultural Development Research Association (IDRA).

In 1985-1986, the VYP programs in the two San Antonio school districts served 100 middle and high school students who were at high risk of dropping out of school. Evaluation data indicate that the programs are producing results by keeping students in school and by improving their self-concept, school citizenship, school attendance, and achievement.

The VYP programs are programs in caring. Through the care and concern of the school personnel, high risk students are identified as valued youth and are given an opportunity to make a difference by serving as tutors of younger children. Through the care and concern of the student tutors, the children who are tutored make gains in school. As the student tutors care for and teach younger children, they themselves learn the most.

This booklet is intended to provide information about the VYP program. The program's history, purpose, and components are described. A Resource Section is appended for those readers who would like to delve further into the research base or program forms. The Resource Section will be particularly useful to educators who are exploring the possibilities of implementing a VYP program in other school systems.

About IDRA...

IDRA is a non-profit research and public education organization dedicated to the principle of improved educational opportunities for all children. IDRA's Center for the Prevention and Recovery of Dropouts focuses on the urgent and complex problem of unschooled youth. The Center is undergirded by three tenets:

- *Current dropout rates are unacceptable and our country must not continue to incur the social, political and economic costs attendant to these rates.
- *Excellence in education and the resultant social, political, and economic benefits are only possible in a context of equity and inclusivity.
- *Excellence *and* equity in education can be achieved through commitment and capacity.

The purposes of the Center are as follows:

(1) to conduct research which will advance informed action on the causes, the nature, the magnitude, and the impact of the dropout phenomenon,

(2) to identify and develop program and policy strategies which will reduce the unacceptably high percentage of students who drop out of school, and

(3) to assist school systems, institutions, and communities to adopt a full school enrollment goal and to assist them in designing, implementing, and evaluating strategies to achieve that goal.

The VYP program is one of several efforts which are currently forwarding the accomplishment of these purposes. For more information about the VYP program, please contact:

VYP Program Coordinator
Intercultural Development Research Association
5835 Callaghan Rd., Suite 350
San Antonio, Texas 78228
(512) 684-8180

If you would like to learn about other efforts of the Center for the Prevention and Recovery of Dropouts, contact the CPRD Director at the above address and telephone number.

Development History of the VYP Program

While the contemporary educational story of minorities is characterized by an ever-increasing number of successes, there appears to be no proportionate reduction in the number of failures. The educational experience of minorities in this country continues to be one of frustration and failure. Black dropout rates are 40% higher than White rates, and Hispanic rates are 250% higher than White rates (Howe and Wright Edelman, 1985).

Traditional responses to the dropout problem have been less than successful. Many dropout prevention programs have been flawed by a failure to take into account the characteristics and needs of the potential dropout. Most programs have been strictly motivational.

Over a period of years, IDRA has studied dropout prevention programs and the students who participated in those programs. Our research and experience indicates that those programs which are successful in responding to student characteristics in the context of

school, family and community are more likely to show success in keeping students in school. Our research also indicates that a great number of the students who drop out of school or who are at high risk of dropping out of school are characterized by: (a) underachievement in the basic skills, (b) poor performance in class, (c) manifestations of a deteriorating self-image, (d) high rates of absenteeism, and (e) an often pressing need to assist their families financially.

Program Evolution

In small-scale experiments conducted by IDRA staff in the early 1970's, youth tutoring youth strategies proved highly successful in assisting Hispanic

youth to stay in school. This work proceeded from research evidence which demonstrated that when underachieving older youth were given responsibility for tutoring underachieving younger students, the tutees, i.e., the younger students, tended to show standard levels of improvement in reading and math. The tutors, however, showed remarkable improvement in their school achievement. The results supported the hypothesis that tutors are usually the greatest beneficiaries of the tutoring process, and confirmed the addage that one learns by teaching.

Improved achievement on the part of tutors was just one of the effects of the tutoring experience. Data also indicated that students exhibited higher rates of school attendance. Enhanced self-esteem and improved attitudes toward responsibility were also evidenced. Moreover, in the case of Hispanic students, parents reported increased modeling of education-oriented behavior toward younger siblings. The provision of a stipend for the tutors not only served as the initial incentive for participation in the program, but had the practical effect of relieving financial pressure on the family and on the student. Males did as well as females.

In 1984, at the request of Coca-Cola USA, the Coca-Cola Bottling Company of the Southwest, the Cultural Communications Group and the Congressional Hispanic Caucus, IDRA designed a comprehensive peer-tutoring model built on three concurrent strategies: (a) the youth tutoring strategies originally developed by the National Commission on Resources for Youth, (b) structured learning experiences via small group coursework, and (c) tutor involvement with adult minority male and female success role models. The model—the Valued Youth Partnership (VYP) program—was developed for implementation in collaboration with the Edgewood and South San Antonio school districts in San Antonio, Texas. Both districts serve large numbers of low-income students and large percentages of Hispanic students.

During the 1984-1985 school year, twenty-five high school students at the South San Antonio district and twenty-five students at the Edgewood district were selected as Valued Youth Partners and served as tutors for 150 elementary school students. The following school year, the two participating school districts opted to double the number of student tutors by expanding the program to include junior high school students. This expansion was done with the financial support of the districts themselves.

Evaluation Results

An external evaluation of the 1984-1985 VYP program was conducted and included pre-post analyses of absenteeism, disciplinary action referrals, self-concept, and achievement. Perceptions of program impact were also collected from school administrators, teachers and parents. The evaluation results indicated that the program had an observable positive effect on the majority of the students.

There was a notable decline in the rate of absenteeism for the majority of the students, referrals for disciplinary action were low for the type of population involved, and data reflected a trend toward improved self-concept among participants. Interview data from counselors, teachers, and other campus personnel indicated that the program was well-received and seen as having a significant positive impact on participating students. Parents were overwhelmingly supportive and wanted their children to continue to participate. Grades earned by children who were tutored by program participants improved at all the campuses being served, and elementary teachers expressed their strong support for continuation of program activities.

Evaluation of the 1985-1986 implementation of the VYP program indicated a pattern of positive results consistent with the previous year. Of the 100 junior and senior high school students involved in the program only six (six percent) dropped out of school in the four schools where the program is operating. The six percent rate is well below the 32% to 37% overall attrition rates for the districts and the estimated 37% for all school districts in Bexar County.

Students who participated in the second year of VYP program implementation also demonstrated improved grades in English and Mathematics as well as increases in overall grade point average. In 1985-86, the majority of students achieved a 70 or better in all grading periods.

School absenteeism among VYP students decreased, with the majority of pupils missing two or less days of class in each of four grading periods analyzed for the 1985-1986 school year. Review of disciplinary referral data and observations by counselors and principals indicated that referrals have declined, and the nature of offenses is less serious when compared to previous years.

As reported by VYP students themselves, participation in the program resulted in improved self-concept; better outlook on life, self, children, work and school; enhanced socialization and communication skills; more openness/willingness to exercise control, patience, and understanding with children as a result of the tutoring experience; greater sense of independence and responsibility; more willingness on the part of tutors to learn and to remain in school; heightened awareness and concern for the future.

"The kids like me. They ask me why I wasn't there when I miss school. All the kids have been real nice to me. I think they look forward to me coming to be with them."

"Tutoring helps me come to school because I have to come and teach the kids. I don't miss too many days because the students ask me where I've been, and tell me that they miss me. Every time I'm absent, like last week, they ask me, 'Where were you?'. I really like those kids. If I hadn't been a tutor, I would have missed more school."

VYP Participant

Plans are now being made for continuation of the program with expansion of the teacher training and information dissemination components. This expansion will facilitate replication of the program in other school systems.

PROGAM IMPLEMENTATION

Purpose and Objectives

The Valued Youth Partnership (VYP) program is designed for middle and high school students who are at high risk of leaving school. The purpose of the program is to keep students in school and to improve their self-concept, school citizenship, attendance, and achievement in the basic skills.

The VYP program is designed to accomplish the following objectives:

1. Student tutors will demonstrate improved self-concept as evidenced by a pre- and post-participation instrument.
2. Student tutors will demonstrate improved school attendance as evidenced by a comparison of current year and prior year school records.
3. Student tutors will demonstrate a consistent rise in academic grades in basic skill areas as evidenced by a comparison of current year and prior year grades.
4. Student tutors and elementary students who are tutored will exhibit more acceptable school behavior as evidenced by a reduction in referrals for disciplinary action as contrasted with the previous school year.
5. Elementary students who receive program tutoring will demonstrate improved class performance as evidenced by class grades and teacher verification.

Program Areas

In order to accomplish the objectives of the VYP program, three areas of program activity must be carefully planned and implemented:

(1) program management and organization,
(2) student recruitment and identification, and
(3) curriculum.

Each program area is described below. School district needs and circumstances will vary and may require modifications in the procedures outlined below. In all cases, however, it is important that key procedural issues be addressed as the program is planned, implemented and monitored.

Activity Area 1: Program Management and Organization

At the school district level, it is imperative that the program be accorded a high level of priority in terms of administrative and programmatic responsiveness. Responsibility for the overall program must therefore rest with a high level administrator who monitors program implementation and ensures that in-service training is provided for teachers and coordinators.

Administratively, the principal is directly responsible for the coordinator, teachers, aides, and student tutors. The program coordinator is usually a teacher who is responsible for training student tutors and for managing the day-to-day implementation of the program.

The VYP program includes five major components: (1) classes for students tutors, (2) tutoring sessions, (3) field trips, (4) role modeling, and (5) parental involvement.

COMPONENT 1: CLASSES FOR STUDENT TUTORS

Student tutors are trained through enrollment in a

course which should be approved for credit by the state education agency. The goals of the course are as follows:

(1) to develop communication skills that will enable the student to become an effective tutor,
(2) to develop reading and writing skills which will enable tutors to teach these skills to those tutored, and
(3) to develop practical awareness of child growth and development theories which are central to the tutoring activity.

The classes should be taught by a certified teacher in English or Composite Social Studies who may also serve as Teacher/Coordinator. Classes should include no more than ten students per class.

The teaching schedules can be structured to enable the teacher to visit tutoring sessions. Feedback can then be provided to the student tutors as part of the tutoring class.

Tutoring sessions should be ideally located at the elementary schools nearest the host high school. At the designated hours/days, the tutor is transported to the assigned elementary school. If tutoring is to be conducted immediately following regular school hours, a part-time aide or parent volunteer can supervise the children in the tutoring room as they await the arrival of the tutors. A person must be made responsible for building and physical plant security for after-school hours. Other arrangements can be made depending upon district needs and resources.

Tutors should be engaged in tutoring activities for at least eight hours per week. They are paid the minimum federal wage for all tutoring activities and are expected to adhere to the basic work ethics for the school district. The provision of a stipend for the tutors not only serves as an initial incentive for participation in the program, but has the practical effect of relieving financial pressure on the family and on the student.

COMPONENT III: FIELD TRIPS

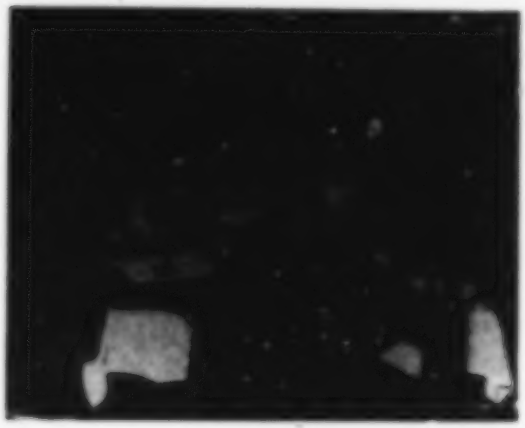
Field trips comprise a major component of the program. They are designed to expose students to economic and cultural opportunities in the broader community. They provide a means for tutors and tutees to interact and develop a more productive relationship that ultimately enhances the tutoring environment. These activities should also enhance the identification of the program with a select and important group.

One of the most important activities of the year is a field trip to the Coca-Cola bottling plant, where

students receive special recognition for fulfilling their responsibilities as tutors. At the plant, students receive a tour, a dinner and a red polo shirt with

white lettering which identifies them as student tutors in the Coca-Cola sponsored Valued Youth Partnership Program. An executive of the company provides words of appreciation detailing the importance of their involvement in the tutoring program.

In a second recognition event, students attend an Awards Banquet where they receive a certificate of



appreciation from an executive from the sponsoring company and the teacher coordinator from their school district. Invited guests include school officials and dignitaries from the public and private sectors. Student tutors listen to a short, inspiring or motivational speech from a now successful Hispanic who shares some of the events which helped him/her meet their educational goals. At this end-of-year event, students also receive a t-shirt displaying a positive message, e.g., *Blessed With Bilingual Brains.*

COMPONENT IV: ROLE MODELING

Role modeling is another major program component. Adults who are successful in their fields are asked to serve as role models and to speak to the tutors on various topics related to counseling and career development.

Successful role models have included graduates of the school districts who have gone on to the following occupations: doctors, professors, judges, attorneys, school board members, members of Congress, city council members, artists, singers, performers, superintendents of schools, school principals, and business executives.

COMPONENT V: PARENTAL INVOLVEMENT

Activities with parents include: (1) at least one

meeting to enlist parental understanding and support for the goals of the project and for their specific assistance and support in encouraging their child to remain in school, (2) at least one home-visit and/or parent conference with the parents of each tutor in the project, and (3) one or more parent meetings that address parenting issues which have been identified during home visits. The level and quality of parental involvement should be monitored to ensure that parents understand the program and can support their child's participation. A parent survey is an important part of the program evaluation (see Form Samples Resource Section).

Activity Area 2: Student Recruitment and Identification

Recruitment of student tutors should begin prior to the first year of program implementation. Referrals from counselors, other teachers, and principals are used to develop an initial pool of eligible students. A letter containing information on the tutoring program should be given to all eligible students. Interested students should complete an application form which includes the following:

1. Demographic information
2. Resume of school credits
3. Interest in tutoring program
4. Previous employment, if any
5. Class schedule for applicable semester
6. School references
7. Signature of student
8. Signature of parent or guardian

The **VYP Application Form** is included in the Form Samples Resource Section of this booklet. In all cases, forms must be consistent with existing school policies. Parents of potential tutors should be informed of the program and written parental consent should be on file for each participating tutor (see Form Samples Resource Section).

VYP Student Profile Sheets should be sent to the school personnel whom the student listed as references on the application form. Information about students can then be collected and reviewed by the program coordinator. The selection of the participants is based on the following indicators:

1. that the student has indicated lack of interest in classes or school in general,
2. that the student has indicated no clear cut goals to the teacher or counselor,
3. that the student indicates inability or lack of desire to socialize with school mates,
4. that the student's academic record is below the average student at his/her high school (not considering special education),
5. that the student's disciplinary record indicates lack of socialization into the school's environment as evidenced by repeated referrals for disciplinary action, and
6. that the student is repeatedly absent from school.

It is imperative that schedules of students selected for the VYP program be checked to ensure that they will be able to graduate with their class. Required courses should be checked carefully. The completed application form should be placed in individual student folders as students enroll in the VYP program.

During the organization and operation of the program, care should be exercised that the selection and participation criteria do not become self-defeating, *i.e.*, that the students who need the program the most because of their high risk status will be the ones least likely to participate in the program. The objective of the program is to engage those students most likely to drop out of school. There will be a normal tendency to facilitate program operation and diminish the risk of failure by "creaming," that is, by selecting the school's best students for participation. Succumbing to this temptation defeats the purpose of the VYP program.

"This tutoring program should be available to anyone in the high school, not just those that get good grades. Just because someone gets straight A's doesn't mean they're smart or could be good tutors. Even if I'm not doing well in my classes, I can still help the kids. If I'm having trouble with my classes, I can understand more what the little kids are going through."

VYP Participant

Activity Area 3: Curriculum

Special attention is placed on preparing the tutors academically through their participation in a tutoring course which focuses on four areas: (1) interpersonal communication skills, (2) child growth and development, (3) language arts skills improvement, and (4) self-image and motivation. Each area of the curriculum enhances the tutor's ability to teach others and, in so doing, to learn.

It is important that teachers who will be working with tutors in this course participate in intensive inservice sessions which will enable them to engage VYP students. Inservice sessions should also focus on using, developing and conducting weekly planning sessions with student tutors. Specific learning objectives and presentation synopses for each of the four curriculum areas are presented below.

CURRICULUM AREA 1 : COMMUNICATION SKILLS

As a result of participation, the learner will:

a. recognize the role of the self-concept in communication;
b. learn essential listening skills;
c. acquire information about the consequences of poor clarity of expression;
d. receive guidelines to follow when expressing angry feelings; and
e. be open to self-discourse.

The course presentation in this curricular area makes clear to participants the difference between good communicators and poor communicators. Major emphasis is placed on the importance of self-concept in communication, because self-concept is a filter through which we see, hear, evaluate and understand the world around us. In addition, concrete examples are provided of how a poor self-concept can distort perceptions and generate feelings of insecurity.

A major section of this curricular area focuses on

specific behaviors displayed by good listeners and by good communicators. In addition, student tutors receive guidelines for expressing angry feelings constructively. Finally, students are encouraged to engage in self-disclosure so that others may get to know them better. Participants receive a list of do's and don'ts for effective personal communications.

Students are encouraged to participate actively throughout the presentations. This is accomplished through the use of "warm-up" exercises and by soliciting examples of positive and successful communicative experiences. Closure is accomplished by asking participants to sign a contract with themselves to try out some of the new behaviors.

CURRICULUM AREA 2: CHILD GROWTH AND DEVELOPMENT

As a result of participation, the learner will:

a. acquire information about the stages of development: infancy, toddler, preschool;
b. recognize the role of language in learning;
c. differentiate between the different levels of thinking, i.e., concrete, symbolic, and abstract, and how to use these when teaching concepts;
d. identify ways to develop children's positive self-concept;
e. recognize personal and social behavior expected of young school-aged children; and
f. become familiar with eight categories of communication skills which they can help young children master.

This area of the curriculum is focused on promoting understanding of basic principles of child growth and development. It is expected that after having participated in this learning experience, tutors will be more aware of children's capabilities for learning at the different stages of development, and as a result, will have more empathy for the young tutees they must teach.

Students learn the difference between growth and development. Specifically, they learn that development occurs in stages, and that at each stage there are certain things children can and cannot do. Emphasis is placed on things a teacher can do to foster further learning without disturbing a child's need for security. The role of language and thought in developing concepts is similarly presented. The student tutors explore the dimensions of different concept categories: animals, body parts, clothing, colors, family members, food, position/space, quantity, seasons, senses, shapes, sizes, time, words that show action, and weather.

In addition, student tutors learn what personal and social behaviors are expected of children at different

stages of development. In essence, they learn what the teachers' role is in meeting students' basic needs for a safe, orderly environment; the need to love and be loved; and the need to develop a positive self-concept. Finally, the tutors learn about the different purposes for using language: informing, self-expressing, entertaining, persuading, narrating, describing, classifying, evaluating. They acquire information about the communication skills which can be developed through each of these purposes.

CURRICULUM AREA 3: LANGUAGE ARTS SKILLS IMPROVEMENT

As a result of participation the learner will:

a. recognize the importance of integrating all language arts skills and learn a process for doing this;
b. acquire knowledge about the different categories of reading skills: readiness, word recognition, comprehension and study skills;
c. recognize the role of children's literature in enhancing reading skills; and
d. become familiar with vehicles for self-expression through writing: journals, letters.

Students learn about the importance of integrating the teaching of language arts skills. Specifically, the teacher makes a case for teaching spelling, grammar, sentence completion and paragraph composition as

means to an end, that of self-expression, and not as an end in itself.

The sessions include a presentation on the most effective ways to teach comprehension skills. In addition, concrete examples of the different categories of reading skills are presented: readiness, word recognition, comprehension and study skills. Special attention is given to activities that develop literacy skills in students having less than fluent English proficiency.

Major emphasis is placed on the role that children's literature plays in developing reading skills as tutors read "easy books" to younger children. Different vehicles for self-expression through writing are also presented.

CURRICULUM AREA 4: SELF-IMAGE AND MOTIVATION

As a result of participation, the learners will:

a. examine methods for motivating students to behave positively; and
b. examine goal setting procedures for application in the school setting.

Through this curricular area, tutors examine the nature of the learner. They study ten characteristics of the learner that must be considered during lesson design. Students engage in discussions about the effects in the learner when these are not considered, e.g., defensiveness, lack of motivation. Next, tutors receive information about the learning process and what they can do to enhance it.

A major section of this area is a guided visualization and goal setting process. Participants are asked to make a list of "everything they've ever wanted," categorize the items under particular areas of life (finance, health, family, etc.) and then make a determination of what they did to reach their goal. Two films may be presented. These are: "You Can Surpass Yourself" and "Grab Hold of Today."[1]

The first film helps the participants realize that if they want to be a new person, they have to picture themselves as that person and send messages to themselves which indicate they can do it. The film, "Grab Hold of Today" helps the participants to think about those things that prevent them from setting goals. The film identifies three freedom factors they can use: (1) dating, (2) indexing events, and (3) using the word, "etcetera." Thus, participants learn that events in one situation are not the same as in previous situations; that we ought to look at ourselves now and not in the past; and that no one knows everything—there is always room to learn more (thus, the "etcetera").

Inservice Training

The teacher coordinators attend a three-day, intensive inservice session held each August at IDRA prior to the start of the new academic year.

At this session, they receive information about the program and its goals. Aspects of the programs discussed at this session include: (1) the origin of the program, (2) the purpose it is intended to serve, (3) the activities to be held, and (4) the responsibilities of the parties involved. In addition, the teacher coordinators actively participate in four workshop sessions that parallel the student tutor's curriculum: (1) communication skills, (2) child growth and development, (3) language arts skills improvement, and (4) self-image and motivation.

Teachers, counselors and principals assigned to one of the campuses implementing the VYP tutoring program attend a one-half day inservice session which focuses on the program goals and activities. Special emphasis is placed on the identification and selection of student tutors.

[1]Further information about both films can be obtained from Ramic Productions Inc., P.O. Box 7530, Newport Beach, CA 92660, 800-854-0223 (in California, call collect: 714/833-2444).

IDRA provides technical assistance in program implementation. Meetings are scheduled throughout the year to review the coordinator's success in implementing the proposed activities. Specifically, IDRA:

(1) assists the teacher coordinators to direct and monitor program implementation,
(2) assists the teacher coordinators to use problem-solving techniques in order to facilitate and ensure program progress, and
(3) assists the teacher coordinators with providing support to those implementing the program including other teachers and students.

Evaluation Design

An evaluation plan should be an integral part of the VYP program. IDRA provides monitoring and evaluation services to participating schools. The plan addresses two questions: (a) To what extent is the program being implemented as proposed, and (b) What is the impact of program activities on participants? The first question involves careful documentation of the program and periodic formative feedback for refining the program. The second question is summative in nature and includes the collection of student data, e.g., self-concept measures, achievement data, information on the frequency and nature of disciplinary action referrals, attendance data, and parents' and teachers' perceptions of program effects. A pre-post participation design that includes a randomly-selected or matched group of comparison students is recommended.

1. Student demographic data: age, sex, ethnicity, grade level, date of birth, free lunch eligibility (or other measure of socioeconomic status).
2. Attendance data: number of days absent per six week or nine week period for the entire school year.
3. Achievement: (tutors and tutees) course grades including mathematics, reading and English for each six or nine week grading period; (pre and post standardized achievement percentiles); minimum competency scores in terms of number/percent of skills mastered.
4. Self-concept measure: pre-post self-concept or attitudinal measure to gauge program effects.
5. Counselor, Teacher and Coordinator interviews: semi-structured format eliciting perceptions and observations of students involved in tutoring program.
6. Parent interviews: stratified probability sample; semi-structured dual language format eliciting parent perceptions of the program and its effect on students.

Data collection instruments are included in the Form Samples Resource Section of this booklet.

"I've been teaching Jose Luis, a third grader. His grades are going up. He was having trouble in social studies. Now he's going to pass. Because I helped him his grades went up. The same happened to two other kids last year. Because I helped them, they passed.

"My attitude has changed from the time I was a sophomore. When I was a sophomore I flunked. Then the following year Mr. May told me about this program. And I got into this program two years straight. I began to get B's this year."

VYP Participant

Resource Section:

Review of the Literature

Fundamentally, peer tutoring is a shared learning experience which is structured so that both the tutors and those tutored benefit from the experience. Bohning (1980) has defined peer tutoring as a teaching-learning process with learning, friendship and social growth as its logical outcomes.

The first large-scale peer tutoring projects in the nation were initiated in some eastern cities during the early 1960's. New York City began the "Mobilization for Youth Program," which had high school tutors helping fourth and fifth graders in city centers. Philadelphia and Newark soon followed with after-school tutoring programs for their ghetto youth. The projects proved successful and were followed by tutoring projects in school districts throughout the country (Ehly and Larson, 1980).

Several tutorial models have been proposed. The models differ in terms of program intent and role emphasis. The major models are reviewed below.

Peer Tutoring Models

Role Model. This model emphasizes the tutor's own learning. Allen and Feldman (1973) argue that role enactment produces effects in tutor cognition, attitudes, self-concept, and behavior. Tutors are faced with role conditions which force them to master the materials that they present to their tutees. Allen and Feldman (1973) reported that this resulted in increased learning, more self-esteem, and greater respect for school.

Mason (1976) found that high school seniors were successful role models for guiding younger teens and preadolescents. Mason concluded that these tutors were very appropriate role models, calling them "positive and highly influential peer leaders."

Participant Model. This design emphasizes that younger children learn by imitating older peers. Typically, the tutoring session includes modeling, student practice, and feedback. The tutor first demonstrates a concept by working two or three problems. Then, the tutee attempts some problems by following the tutor's lead. Lastly, the tutor gives the tutee feedback on the progress made. Horan et al. (1974) in a study of twenty failing eighth graders being tutored by high school seniors found that the eighth graders made significant gains in social behaviors, academic achievement, and attitudes towards school. They concluded that even a brief exposure of participant models to failing students can produce dramatic effects.

Social Skills Model. This model is focused on motivation. The tutor monitors tutee verbal and nonverbal responses, and then gives feedback to the tutee concerning his or her expressed emotions and feelings. The tutor takes the tutee's point-of-view towards learning to make the tutoring easier.

Behavior Change Model. This model uses behavioral modification techniques to bring about social and performance changes by the application of positive influence and appropriately modeled behaviors. Systematic reinforcers are utilized to bring about improved performance and new social adaptations.

Lane, Pollack, and Sher (1972) supervised a year long tutorial demonstration in which eight disruptive and underachieving eighth graders tutored the same number of fourth graders in reading. All the tutors were highly motivated volunteers. Over the school year, they learned a phonic reading system, modeling techniques, and the principles of behavior modification. The tutored pupils gained a mean reading growth of eight months and the tutors gained over one year in reading.

Hamblin and Hamblin (1972) noted the importance of biological learning mechanisms. They argued that behavioral adaptation is most efficient when there are strong reinforcers, quick and consistent feedback, and self-paced learning. They found that manipulation of these variables was effective in decelerating bizarre and disruptive behaviors.

- McGee, Kauffman, and Nussan (1977) described child tutors as "positive behavioral engineers," who filled a variety of roles and functions. These child engineers were seen as a way of reprogramming the group in a same-age peer tutoring program. Thus, even indirect behavioral changes may be experienced by untreated classmates.

Unstructured Tutoring Model. Harris and Sherman (1973) developed and studied this model for the learning of mathematical skills. A class was divided into small unstructured study groups prior to the taking of tests. No instructions or structure was provided. After several experiments, it was found that these groups were superior to individual study and teacher-directed review. Harris and Sherman concluded that student interaction was responsible for the improved class performance. This conclusion was substantiated by Jenkins, Mayhall, Peshka, and Kenkin (1974) who also found that peer interaction was superior to teacher-directed discussions and instruc-

tion.

Directed Tutoring Model. Ehly and Larson (1980) described this design as the midway position between the behavioral and unstructured models. They defined Directed Tutoring as a structured plan of activities and materials that places the tutor in control of the learning situation. He or she is given responsibility for tutee progress. The tutor becomes an extension of, as well as an aid to, the regular classroom teacher.

Lippitt and Lohman (1965) reported a three year series of successful directed tutoring projects in two elementary schools. In Los Angeles County, the cross-age directed tutoring program of Hassinger and Via (1969) accomplished such significant gains that the six school districts involved wanted the program to be doubled in size the following summer. Also, eight more school districts asked to participate in the new program.

Effects of Peer Tutoring Programs

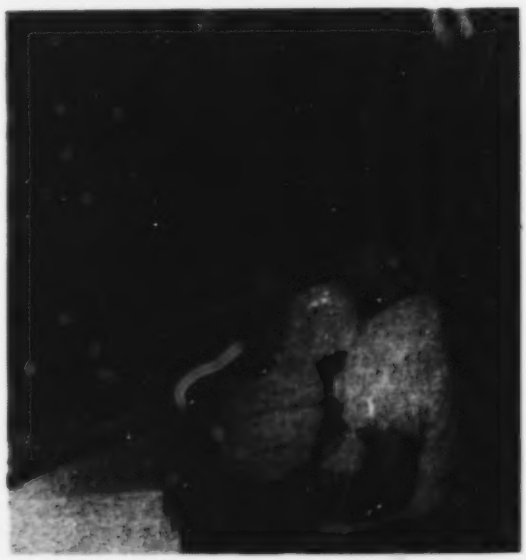
A sizeable body of literature is now available concerning the cognitive and affective impact of peer-tutoring programs. Cognitive gains have been documented in terms of standardized tests, class grades, and basic skills tests.

Using a buddy system of paired same-age students in independently conducted studies, Rogers (1970) and Rust (1970) found significantly academic grade gains with sixth-grade underachievers. Horan, DeGirolomo, Hill, and Shute (1974) found a ten percent improvement in teacher-assigned grades for failing mathematics students. Harris and Sherman (1973) found a 14-16% increase in academic grades of students in their math tutoring program. Mollod (1970) worked with same-age peer tutoring in two elementary grades and found significant grade gains by all of the experimental groups. Lundell and Brown (1979), in a study of a same-age special education tutoring program for the first through third grades reported that tutors were enthusiastic teachers who conducted game-like activities that were correlated to achievement in their school district's reading and mathematics programs. A high school tutoring program in the Dallas Independent School District, with over 10,000 participating students, succeeded in raising academic grades up one level or higher for over one-half of the tutees.

Affective gains and social skills development have also been reported in the available literature. Price and Dequin (1982) studied two large California school districts and found that learning-disabled students can make positive gains in self-esteem, in the transfer of learning skills, and in personal responsibility while teaching basic English skills to recent immigrant elementary peers.

Haggerty (1970) studied a group of tenth grade and eleventh grade underachievers who served as tutors in a program designed to raise academic achievement and improve self-concept. He concluded that these tutors made significant gains in grade-point averages, self-esteem, and self-acceptance. Robertson (1971) studied fifth-grade underachievers who taught word-sight vocabularies to first graders. He found positive gains in these fifth grader's attitudes towards school.

LeBoeuf (1968) identified positive attitudinal changes through a questionnaire. He asked his students what they wanted to do in the future. LeBoeuf's tutors all chose various career interests



whereas most of the students of the previous year's questionnaire had expressed a desire to quit school. LeBoeuf believed that tutoring gave his "life failures" (lowest-achieving seventh graders) the chance to make gains in success, status, and self-esteem.

Peer tutoring was found by Vasallo (1973) to be effective in eliminating defeatist attitudes and in developing children's self-esteem. Lippitt and Lohman (1965) concluded from their studies that education in-

cluded a socialization process which, in their opinion, is just as important as academic learning. The tutored children in their study had past histories of poor peer relationships. These children learned appropriate social behaviors by imitating their tutors. Armstrong (1974) found that children involved in tutoring programs received these beneficial psychological changes: enhanced self-esteem due to gains in status, attention, rewards, and more mature social behaviors.

Bondi (1982) utilized same-age peer tutoring in her elementary classroom as an interaction approach to help her non-English speaking students have constructive verbal exchanges with their peers. The shared learning that took place through imitation and empathy resulted in very positive gains in status and self-esteem of these students.

Little and Walker (1968) suggested that tutor likeability is a factor in peer tutoring. They believe that interpersonal relationships are related to student learning and academic performance. Lazerson (1980) found that peer tutoring can meet the needs of physically and behaviorally disabled children by providing a way for direct and healthy exchanges between peers. High-risk children attained long overdue social and academic success.

Armstrong (1979) and Bondi (1982) found that peer tutoring fosters cooperation among students and improved attitudes towards school and learning. Vasallo (1973) maintained that the peer tutoring relationship teaches communication skills to children and helps children learn how to study. Bohning (1980) indicated that all participants (tutors, tutees, and teachers) benefitted from a well-planned tutoring program. Jenkins and Jenkins (1981) argued that students need to feel useful and needed, and should be given some of the responsibilities for educating their peers.

Peer tutoring has also been found to be cost-effective in both time and money spent. According to Lundell and Brown (1979), peer tutoring is an available resource tool which may be utilized for helping large numbers of students with minimal administrative requirements.

Researchers at Stanford University conducted a study to determine the most cost-effective approach to teaching students. The study concluded that peer tutoring is the most effective use of the school dollar when it is compared to computer-assisted instruction, reduced class size and increased instructional time.

Variables Influencing Tutoring Programs

Certain variables have either positive or negative consequences for a tutorial program. These include same-sex peer preference patterns, tutor motivation, peer trust, and program controls.

The same-sex peer preference pattern might well be called the "gang syndrome," because primary-aged children prefer their own sex in social roles. Both sexes make disparaging remarks to one another. Maskowitz (1972) found that younger boys would talk only to older boys and the same for the girls. Foster (1972) found that the negative attitudes children usually bear towards the opposite sex worsened during her program, which had whole classes paired together. Foster named this variable "the same-sex peer preference pattern" and warned that it should not be overlooked by researchers working with primary students.

Tutor motivation is another variable found to influence tutoring programs. Basically, this variable is the desire of the tutors to follow through with doing their responsibilities in spite of adversity. A study by Snapp, Oakland, and Williams (1972) in the Austin Independent School District was conducted in an economically disadvantaged and low-achieving elementary school, using directed tutoring with systematic reinforcers. Fifth and sixth graders tutored second and third graders in reading. Limited reading gains were made because the tutors lacked the motivation to do their roles; many showed up late or not at all for sessions. The failure of this experiment points out the need for reinforcing tutorial motivation by giving the tutors ample rewards along with high visibility.

Peer trust is an additional variable. Peer tutors have been found to be better communicators than adult authority figures. Tutors are able to enlist tutee cooperation because of reciprocity, and are able to build realistically the tutee's self-image of personal abilities, skills, and academic development (Lippitt and Loham, 1965). Lippitt and Lohman, along with Hamblin and Hamblin (1972), and Brown (1971), found that children are often more effective than adults in teaching slower and disadvantaged children. Williams (1981) concluded that students value their peers' opinions and trust them more. Armstrong (1979) found that tutors understand the tutee's point-of-view better, use simpler phrases, and make special efforts to keep the tutee's attention span.

Tutorial program controls have also been found to be important. Lundell and Brown (1979) argued that

these controls are necessary for a tutoring program to have positive gains. These controls are tutor training, consistent monitoring, criterion-referenced tests, high interest game-type activities, and a continual evaluation. Ignoring or haphazardly applying these controls may have negative results.

A bibliography listing the studies cited in this booklet may be obtained from:

VYP Program Coordinator
Intercultural Development Research Association
5835 Callaghan Rd., Suite 350
San Antonio, Texas 78228
(512) 684-8180

Resource Section:

Form Samples

District: _____

Campus: _____

Date: _____

Coca-Cola VYP Student Profile

Name of Student_____ _____ Grade Level_____

Age_____ Date of Birth_____ Sex_____

Person Completing Profile_____

Title_____ Class_____

Please circle the number that best describes the degree that you feel this student meets the following criteria.

	Never				Always
1. Student has indicated lack of interest in class(es).	1	2	3	4	5
2. Student has indicated lack of interest in school.	1	2	3	4	5
3. Student has indicated no clear cut goals.	1	2	3	4	5
4. Student indicated inability or lack of desire to socialize with schoolmates.	1	2	3	4	5
5. Student record indicates lack of socialization into the school's environment.	1	2	3	4	5
6. Student is absent from school/class.	1	2	3	4	5
	Average Grades				
7. Student's academic record is below the average student at his/her high school (not considering special ed.)	A	B	C	D	F

8. If this student were selected to be a tutor, what are some things which you believe will maximize this experience and help the student?

_____

_____

_____

_____

_____

9. Would you recommend this student for participation in the VYP program? Why?

_____

_____

_____

_____

_____

IDRA

Letter to Parents

(Date)

Dear Parents:

The Coca-Cola Valued Youth Partnership program involves giving high school students a new role of responsibility—that of tutor. In addition, the program establishes a new relationship between the high school tutor and a younger elementary school student who is being tutored. For the tutee this is a special experience of having an older student listen to him/her.

The selected high school students will begin tutoring on (date). They will tutor elementary students at (site) from (time), (days). The student will earn $_____ per hour. The student tutors and elementary students will be supervised at all times.

The student tutors will also be enrolled in a course, "Educational Tutoring" which is taught by (teacher name), Program Teacher. In the course the students will learn the various aspects involved in being a tutor as well as focusing on improving their own basic skills.

Please do not hesitate to contact either myself or the (program coordinator name) at (phone) if you have any questions.

Sincerely,

(name)
Principal

Parental Consent Form

I give permission for my son/daughter to participate in the Valued Youth Partnership Program at (school's name). My son/daughter will also be enrolled in the course, "Educational Tutoring" taught by the Program Teacher, (name). I further understand that my son/daughter will be paid $_____ per hour for tutoring. Student tutors and the elementary students will be supervised at all times.

(name of student) (date)

(parent's signature)

Profile of Students Tutored
In The Valued Youth Partnership Program

School District:_____

Name of Student	Campus	Grade Level	Subject(s) Tutored	GRADES		
				* PRE	POST	
					1st 6 Weeks	2nd 6 Weeks

*Six weeks preceding tutoring
2 six weeks periods after tutoring was initiated.

IDRA

DATA COLLECTION FORM

NAME		ACHIEVEMENT (%ILE) CTBS						TEAMS (% MASTERED)		
		Read	Lang	Math	Sci	Soc Stds	Comp	Read	Math	Writing Skills
	PRE									
	POST									
	PRE									
	POST									
	PRE									
	POST									
	PRE									
	POST									
	PRE									
	POST									
	PRE									
	POST									
	PRE									
	POST									
	PRE									
	POST									
	PRE									
	POST									

IDRA

DATA COLLECTION FORM

School District_____

Student Name	GDE	SEX	ETH	FLE	DOB	AGE	Absences (Six Weeks)						GRADES: ENGLISH						GRADES: MATH						Composite (Six Courses)						Self Concept	
							1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	PRE	POST

DISCIPLINARY ACTION REVIEW FORM

Name: _____ District: _____

Date: _____ Campus: _____

Name of Student — Number/Type of Referrals During Six Weeks

	1st	2nd	3rd	4th	5th	6th
1.						
2.						
3.						
4.						
5						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

Types of Referrals

A. *Skipping
B. *Dress Code
C. *Tardies
D. *Stealing
E. *Smoking
F. *Disrespect
G. *Fighting
H. *Threats
I. *Cursing
J. *Arson
K. *Drugs
L. *Assault
M. *Discipline Problems Cont.
N. *Obscene Lit.
O. *Extortion
P. *Gambling
Q. *Destruction of School Property
R. *Alcohol
S. *Possession of Weapon
T. *Fireworks
U. *Bomb Threat
V. *False Fire Alarm
W. *Throwing Objects
X. *Cheating
Y. *Other

IDRA

Teacher Survey

Name _____ Please check (✓):

Date _____ Teacher of tutees _____

School Campus _____ Teacher of tutors _____

Information on the students that are participating in the Coca-Cola Valued Youth Partnership Program.

1. List changes on the part of the students that you have observed regarding attitude changes towards:

   School _____

   _____

   Peers _____

   _____

   Themselves _____

   _____

2. How has this program had an impact on the students wanting to stay in school? Explain. _____

   _____

   _____

3. What about incidences of misbehavior on the part of the tutors?

   Increased _____ Decreased _____ No change _____

   Comments _____

   _____

4. List comments you may have heard from other faculty members regarding the project.

   Negative comments _____

   _____

   Positive comments _____

   _____

5. What changes, if any, would you recommend for the following year?

   _____

   _____

   _____

   _____

   _____

   _____

Parent Survey

1. What improvements in attitude or behavior have you noticed after your child began particpating in the Valued Youth Partnership Program.?

2. If the Valued Youth Partnership Program were continued, what changes, if any, do you think should be made?

3. Would you want your child to participate in the program for another year?

4. How has the program helped you in your efforts to keep your child enrolled in school? Explain.

5. Has the opportunity to earn money helped you or your child? How?

Student Survey

1. In what ways have you benefitted from participating in the Valued Youth Partnership Program?

2. Has participating in the program helped you in your attitude toward each of the following? How?

School_____

_____

Home_____

_____

Work_____

_____

Self_____

_____

Children_____

_____

3. List some reasons why you stay in school.

4. If you were to drop out of school, what would be some of your reasons for leaving? (check all that apply)

_____ a. grades
_____ b. too old
_____ c. getting married
_____ d. pregnancy
_____ e. can't get along with teachers/administrators
_____ f. money reasons

  _____ 1) need to work fulltime
  _____ 2) don't have money for clothes
  _____ 3) don't have money for supplies
  _____ 4) want to work

_____ g. need to care for younger family members
_____ h. school is not interesting (boring)
_____ i. some subjects are too difficult (check those that apply)

  _____ 1) Reading
  _____ 2) Writing
  _____ 3) Math
  _____ 4) English
  _____ 5) Other

_____ j. other reasons (specify) _____

5. In what ways have the tutoring teachers helped or not helped you in preparing for tutoring?

Helped_____

_____

_____

_____

_____

_____

_____

Not helped_____

_____

_____

_____

_____

6. Besides the tutoring program, in which activities do you participate? (at school, outside of school)

7. Do you have another job besides tutoring? How many hours per week?

8. What have you gotten out of tutoring children?

9. What things do you like about the program?

10. What things don't you like about the program?

11. a. If you were in charge of the program, what things would you keep the same? Why?

b. What things would you change? Why?

Teacher/Coordinator Survey

1. What are your perceptions on the impact of the program on individual tutors (re: attitudes toward school discipline, academic achievement, self-concept.)

2. What is your assessment of the program's status among administrative staff, teachers, other students, tutors, tutees, and/or parents?

3. Do you feel that the project is significantly contributing toward the following? (If yes, cite some examples.)

   a. increased attendance

   b. improved grades

   c. better discipline

   d. economic enhancement for students

   e. dropout prevention

4. What changes would you like to make on the program as it was described in the proposal?

Counselor Interview

Name_____

Date_____

School Campus_____

Information on the students that are participating in the Coca-Cola Valued Youth Partnership Program.

1. List changes on the part of the students that you have observed regarding attitude changes towards:

   School_____

   _____

   Peers_____

   _____

   Themselves_____

   _____

2. Have you noticed that the tutors are participating in more extracurricular activities?

   Yes_____ No_____

   Comments_____

   _____

3. Do you detect changes in overall goals?

   _____

4. Has this program had an impact on the students wanting to stay in school? If so, how?_____

   _____

   _____

5. What about incidences of misbehavior on the part of the tutors?

   Increased_____ Decreased_____ No change_____

   Comments_____

   _____

6. List comments from other faculty members regarding this project:

   Negative comments_____

   _____

   _____

   Positive comments_____

   _____

   _____